



SAFE ROUTES TO SCHOOL

Water and Cars Lesson Plan

Grade Level:	6-8
Subject Areas:	Science, Writing
Core Content:	SC-(06,07,08)-2.3.1, WR-(06,07,08)-1.2.03
Overview:	During this lesson students will become familiar with the water cycle and how pollution affects our drinking water.
Materials:	Water, Dixie cups, drawing paper, crayons or markers, Water and Cars Fact Sheet handout
Vocabulary:	water cycle, pollution, landfill, manufacture, runoff, degrade, exhaust, contaminate

Activities:

1. Give each student a drink of water in a Dixie cup and have them take a drink. Explain that they just shared a drink with a dinosaur. Ask how that could be.
2. Discuss the concept of the water cycle and explain why they could actually be drinking the same water that the dinosaurs drank. Point out that the dinosaurs' drinking water was not affected by as many pollutants as ours. Tell the students that they will explore the connection between one source of pollution – the car – and the quality of drinking water.
3. Ask the class what possible connections there could be between cars and water quality. Record their responses.
4. Assign or have students choose partners. Have each team draw a number from one to twelve from a container taking care not to share their number with the class. Distribute the Car and Water Fact sheet, drawing paper and markers. Tell the teams to match their number to the corresponding number on the fact sheet and draw a picture that illustrates that fact.
5. Have the teams take turns displaying their drawings. Have the class consult the fact sheet and identify what the team illustrated. For each fact, have the class discuss why the information is important and how they can prevent the pollution. If the students do not suggest it, point out that one way to reduce the pollution is to walk or ride a bicycle instead of driving a car.
6. Tell the students that they will now create an illustrated brochure to distribute to their parents and other car owners. Determine which facts are the most critical and relevant to car owners.



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7. Discuss how these facts can be conveyed clearly in a drawing. They can use their original sketches to guide them.
8. Students should also consider the size of the drawings for the brochure, the level of complexity, etc.
9. Sketch on the blackboard a general layout for the brochure. How will it look with all the illustrations together? Who will create a title? Who will write a line that identifies the authors and other information that should go on a public handout?
10. Ask the class to select one or two brochures to print and distribute.

